



Alaska Alternate Assessment
2012 Writing Scoring Manual

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Introduction

The *2012 Writing Scoring Manual* is published in an effort to provide Assessors of the Alaska Alternate Assessment (AKAA) with additional guidance, examples, and clarification regarding the scoring of the AKAA Writing assessments. The Alaska Department of Education and Early Development (EED) and Dillard Research Associates (DRA) will use this manual to train new and current Assessors in a more targeted manner to address as many potential concerns and/or misunderstandings in the field regarding how to score written expression as possible.

For those who seek additional information, the *Using CBM for Progress Monitoring in Written Expression and Spelling* manual, presented at the July 2007 National Summer Progress Monitoring Institute and published by Lynn S. Fuchs and Douglas Fuchs, is a suggested resource. This guidance can be accessed at the following link within the Resources tab, followed by the Response to Intervention sub-section. This manual is found within the Written Expression sub-section therein:

<http://www.studentprogress.org/weblibrary.asp#expression>

Scoring Written Expression

There are four scoring applications that must be considered by AKAA Assessors, scoring Correct Word Sequences (CWSs), scoring Correct Letter Sequences (CLSs), scoring Ideas and Organization (I&O), and scoring Legibility. The rules and expectations about scoring CWS will be addressed first, followed by the rules and expectations about scoring CLS. Scoring Ideas and Organization and Legibility will be addressed as the last section in the manual.

Pre-determined or Open-ended Items

There is a critical distinction to consider when scoring written expression: does the item have a pre-determined answer, or is it open-ended? When responses are pre-determined, it is possible to determine the maximum number of correct sequences by comparing the student's response to the model of the correct response for scoring purposes (e.g., when the student copies a provided word, for which there is clearly one correct answer to compare to as a model). However, when the answer is not provided the Assessor must score only what is written and identify, count, and score the correct sequences (e.g., 'Write a sentence about what you did this summer,' which has no correct model to use for comparison). In these open-ended situations, you *score only what you see*. You cannot infer what words are/might be missing.

Scoring Keys

For student-generated responses where there can be multiple correct answers (e.g., "Write your name here _____"), the EED and DRA have developed percentage-based scoring keys, called the *Correct Word Sequence Scoring Key* and *Correct Letter Sequence Scoring Key*, which must be used in combination with the CWS and CLS scoring rules. These scoring keys can be found on pages 13-15. Examples of how to score student-generated responses are also included in that section.

Acronyms & Important Terms

CWS	Correct Word Sequence
CLS	Correct Letter Sequence
I & O	Ideas and Organization
legibility	Legibility is the ability of a person who does not know the student to determine exactly what a student has written. It includes the correct formation of letters, as well as letters into words, and words into sentences. It includes a left-to-right orientation, as well as appropriate use of lines and space where the written product is recorded.
caret (^)	Demonstrates that the implied space/transition is correct.
dash (-)	Demonstrates that the implied space/transition is incorrect.
scoring key	A table used to convert percentage correct scores into test score points. This is necessary for student responses that are not pre-determined by test content, such as, "Write your first name here." Students have first names of varying numbers of letters. The scoring key converts the number of letters into a common metric so a student named ^S^e^a^n^ who spells his name correctly would get the same credit that a student named ^B^r^i^t^t^a^n^y^ who spells her name correctly would get, even though their names vary in terms of the number of letters.
exemplar	An example of writing provided as an example for Assessors to better understand the application of a specific scoring expectation.
implied space	At both the beginning and the end of each word/letter, there is a space that is scored within both CWS and CLS for starting and ending a sentence/word with the correct word/letter, respectively (e.g., the sentence ^He^is^here.^ has two implied spaces, with points awarded for beginning the sentence with a capital and spelling 'He' correctly, as well as having correct end punctuation, the period, and spelling 'here.' correctly; ^b^e^d^ has two implied spaces, one to the left and one to the right).
transition	Between words/letters there are transitions that are scored within both CWS and CLS (e.g., ^b^e^d^ has two transitions; ^He^is^here.^ has two transitions). In order to be awarded a point for a successful transition, both words involved must be independently correct (e.g., spelled/capitalized/punctuated appropriately) and they must also be in the correct order given analysis of the meaning (semantics) and structure (syntax) of the overall sentence.
syntax	The formal structure of language
semantics	The meaning, or communication message, of language
punctuation	Abstract symbols used to convey specific grammatical constructs, such as phrases, clauses, questions, statements, and sentences (e.g., commas, semi-colons, periods, question marks, exclamation points, quotation marks).
capitalization	Using a capital letter for the word at the beginning of a sentence or using a capital letter at the beginning of a word to identify a proper noun.

Correct Word Sequences Rules

Definition: A Correct Word Sequence (CWS) is a series of words and transitions that are correctly spelled, capitalized, punctuated and are syntactically and semantically acceptable within the context of a sentence. There are implied spaces at the beginning and end of each sentence. There are also transitions between each word that are scored for correctness. In order to be awarded a point for a proper transition, both words must be independently correct (e.g., correctly spelled/capitalized/punctuated) and must also be written in the correct order in the sentence (e.g., looking at the overall sentence meaning, or semantics, and structure, or syntax). Scoring writing using a CWS method allows Assessors an objective manner of scoring student's writing of sentences, paragraphs, etc.

Each correct CWS is scored with a caret (^). Each incorrect CWS is scored with a dash (-). If the first word is correct (including capitalization), a caret (^) is placed before that word. If the last word is correct (including end punctuation), a caret (^) is placed after that word. Note: Scoring transitions involves looking at the sequence of the words for correctness; transitions thus cannot be attributed to one word. Both words must be independently correct and also be in the correct order for a transition point to be awarded.

Conversely, if the first word is not correct, a dash (-) is placed in the implied space to the left of (in front of) the word and in the transition to the right of (after) the word, thus resulting in a two-point loss. If the end word is not correct, both the transition to the left of (in front of) the last word and the implied space to the right of (after) the last word are incorrect. A dash (-) is placed both before and after the last word. When scoring, first determine the number of possible CWS, then score for CWS by adding the number of carets. This also results in a two-point loss. There are seven rules involved in scoring CWS:

- | | |
|---------------------|------------------------------------|
| • CWS Rule 1 | Maximum Number of Sequences |
| • CWS Rule 2 | Spelling |
| • CWS Rule 3 | Beginning Capitalization |
| ○ CWS Rule 3a | Internal Capitalization |
| • CWS Rule 4 | Beginning Punctuation |
| ○ CWS Rule 4a | Internal Punctuation |
| ○ CWS Rule 4b | End Punctuation |
| • CWS Rule 5 | Syntax |
| • CWS Rule 6 | General Semantics |
| • CWS Rule 7 | Story Titles and Endings |

The rules and examples of each rule (Rule 1, Rule 2, Rule 3, Rule 4, Rule 5, Rule 6, & Rule 7), and subsets (*Rule 3a*, *Rule 4a*, and *4b*) are provided below. All examples include an appropriately scored example, as well as the typical errors associated with each type of scoring.

CWS Rule 1 – Maximum Number of Sequences: The maximum number of sequences possible for CWS is the total number of words plus one (# words + 1). The same pattern repeats for longer sentences.

CWS Scored Sentence	CWS Score Points
^I^am.^ (2 words + 1 = 3 possible sequences)	CWS = 3
^You^are^tall.^ (3 words + 1 = 4 possible sequences)	CWS = 4
^You^are^very^tall.^ (4 words + 1 = 5 possible sequences)	CWS = 5
^You^are^the^tallest^person.^ (5 words + 1 = 6 possible sequences)	CWS = 6
^You^are^the^tallest^person^here.^ (6 words + 1 = 7 possible sequences)	CWS = 7
^You^are^the^tallest^person^in^Alaska.^ (7 words + 1 = 8 possible sequences)	CWS = 8
^You^are^the^tallest^person^in^the^state.^ (8 words + 1 = 9 possible sequences)	CWS = 9

CWS Rule 2 – Spelling: Words that are next to each other must be spelled correctly in order to constitute a correct word as part of a correct word sequence. If a word is misspelled, the transition/implied space to the left (in front of) and the transition/implied space to the right of (after) the word are both incorrect. Spelling errors thus result in a loss of two-points, unless combined with other errors in sequence. Spelling is scored as follows:

CWS Scored Sentence	CWS Score Points
^When^I^woke^up,^I^was^very^happy.^ (correct sentence)	CWS = 9/9
-Wen-I^woke^up,^I^was^very^happy.^ (misspelling 'When')	CWS = 7/9
^When^I-wok-up,^I^was-verry-happy.^ (misspelling 'woke' & 'very')	CWS = 5/9

CWS Rule 3 – Beginning Capitalization: The first word of a sentence must be capitalized to constitute a correct word as part of a correct word sequence. If the first word is not capitalized, the implied space to the left of (in front of) the word and the transition to the right of (after) the word are both incorrect. Beginning capitalization errors thus result in a loss of two-points, unless combined with other errors in sequence. Beginning capitalization is scored as follows:

CWS Scored Sentence	CWS Score Points
^When^I^woke^up,^I^was^very^happy.^ (correct sentence)	CWS = 9/9
-when-I^woke^up,^I^was^very^happy.^ (incorrect capitalization)	CWS = 7/9

CWS Rule 3a – Internal Capitalization: Proper nouns must be capitalized to constitute a correct word as part of a correct word sequence; words that are not proper nouns, alternately, should not be capitalized. If a proper noun is not capitalized or a word that is not a proper noun is capitalized, the implied space/transition to the left of (in front of) and to the right of (after) the word are both incorrect. Internal capitalization errors thus result in a two-point loss, unless combined with other errors in sequence. Internal capitalization is scored as follows:

CWS Scored Sentence	CWS Score Points
^I^was^still^happy^when^I^woke^up.^ (correct sentence)	CWS = 9/9
^I^was^still^happy^when-i-woke^up.^ (incorrect internal capitalization)	CWS = 7/9

CWS Rule 4 – Beginning Punctuation: Words that are next to each other must have appropriate punctuation in order to be scored as correct, including quotation marks and commas. If a word does not have appropriate punctuation, the implied space/transition to the left of (in front of) and the implied space/transition to the right of (after) the word are both incorrect. Beginning punctuation errors thus result in a loss of two-points, unless combined with other errors in sequence. Beginning punctuation is scored as follows:

CWS Scored Sentence	CWS Score Points
^"I^am^still^happy,"^ I^said.^ (correct sentence)	CWS = 7/7
-I-am^still^happy,"^ I^said.^ (missing open quotation mark)	CWS = 5/7

CWS Rule 4a – Internal Punctuation: Adjacent words must have appropriate punctuation, including quotation marks and commas. If a word does not have appropriate punctuation, the implied space/transition to the left of (in front of) and the implied space/transition to the right of (after) the word are both incorrect. Internal punctuation errors thus result in a loss of two-points, unless combined with other errors in sequence. Internal punctuation is scored as follows:

CWS Scored Sentence	CWS Score Points
^"I^am^still^happy,"^ I^said.^ (correct sentence)	CWS = 7/7
^"I^am^still-happy"- I^said.^ (missing comma)	CWS = 5/7

CWS Rule 4b – End Punctuation: Sentences must have appropriate end punctuation (periods, question marks, and exclamation points). If a word does not have appropriate end punctuation, the transition to the left of (in front of) and the implied space to the right of (after) the word are both incorrect. End punctuation errors thus result in a loss of two-points, unless combined with other errors in sequence. End punctuation is scored as follows:

CWS Scored Sentence	CWS Score Points
^"I^am^still^happy,"^ I^said.^ (correct sentence)	CWS = 7/7
^"I^am^still^happy,"^ I-said- (missing period)	CWS = 5/7

CWS Rule 5 – Syntax: Syntax includes all of the rules that define how words can be combined in English into clauses, phrases, and sentences. It is the formal aspect of grammar, or the structure of the language. Yoda, the Jedi master in the *Star Wars* movie series, provides many famous examples of inappropriate syntax. For example he uses phrases such as, "Unhappy with you, I am." The structure is wrong (syntax), while the meaning remains intact (semantics). Words that are next to each other must be placed in an order that is allowable within English syntactical requirements. There are acceptable sentences in which word order will allow for multiple formations, so the appropriateness of the structure must be viewed through acceptable meaning. Syntax errors are typically the result of selecting inappropriate word order structures, or an inappropriate match between the subject and the predicate. For AKAA purposes, sentences that begin with conjunctions are acceptable, as are sentences that end with prepositions. Because syntax may include additional words and/or multiple acceptable structures, it is not possible to establish a simple two-point loss scoring rule for syntax. Syntax is scored as follows:

CWS Scored Sentence	CWS Score Points
^"I^am^still^happy,"^ I^said.^ (correct sentence)	CWS = 7/7
^"I^am^happy^still,"^I^said.^ (acceptable, even though not in typical order)	CWS = 7/7
^"I-still^happy-am,"- I^said.^ (wrong word order)	CWS = 4/7
^I^said,-"Me-is-happy^still."^ (wrong subject/verb agreement)	CWS = 4/7
^I-be-happy.^ (wrong subject/verb agreement)	CWS = 2/4
^But^I^don't^want^to^do^that.^ (starting with a conjunction)	CWS = 8/8
^And^that's^what^I^told^him.^ (starting with a conjunction)	CWS = 7/7
^Where's^she^going^to?^ (ending with a preposition)	CWS = 5/5

CWS Rule 6 – General Semantics: Semantics includes all of the rules that define how we make meaning out of clauses, phrases, and sentences. It is the content aspect of grammar, or what the words in a specific combination actually mean. Words must be combined such that they construct meaning. If a combination of words does not construct a clear and accepted meaning, then it does not constitute a correct word sequence. Semantics errors typically result from misspellings (addressed in CLS below), omission of critical words, inappropriate word usage, selecting inappropriate prefixes and suffixes, using adjectives in place of nouns inappropriately, using adjectives in place of adverbs inappropriately, etc. Because semantics is subject to the interpretation of the entire sentence, as well as the meaning related to sentence syntax, it is not possible to generate a simple two-point loss rule for semantics. Semantics is scored as follows:

CWS Scored Sentence	CWS Score Points
^He-not^healthy.^ (omission of the verb, without a model provided)	CWS = 3/4
^I^don't^know-nobody.- (inappropriate word usage/double negative)	CWS = 3/5
^He^is-inhealthy.- (inappropriate prefix)	CWS = 2/4
^He^learned-quick.- (adjective used as an adverb)	CWS = 2/4

CWS Rule 7 – Story Titles and Endings: Words that are written as part of a story’s title or ending are included in the CWS total using Rules 1-6. For AKAA purposes, quotation marks or underlining are optional for story titles. Story titles and endings are scored as follows:

CWS Scored Sentence	CWS Score Points
^My^Story^ (correct title)	CWS = 3/3
-my-Story^ (incorrect capitalization)	CWS = 1/3
^The^End^ (correct ending)	CWS = 3/3
^The-end- (incorrect capitalization)	CWS = 1/3

There are some examples that have caused consternation for scoring writing that are difficult to address unless you are familiar with the student. You will know your students and understand what materials they have been exposed to recently and can use your knowledge to determine whether or not the student intended to use the words written as part of a title, or as part of the body of the story. For example, a student may write, "Magic Princess – Hot land," with the words 'Hot land.' written below the words 'Magic Princess'. Would this be scored as a title with one attempt to write a sentence, or as two attempts to write a sentence? The answer is that it is almost impossible to determine unless you are the Assessor and are familiar with the student. That being said, the student would receive 3 points for '^Magic^Princess^' if it were considered as a title, whereas the student would receive only 1 point if it were considered as a sentence (^Magic-Princess-). It is best to give the benefit of the doubt when scoring writing, where feasible. We therefore recommend that this example would be scored as a title with one attempted sentence.

There may also be situations where students in the upper grades write multiple sentences. Remember that when scoring CWS for multiple sentences that there are two implied spaces between the sentences (one at the end of the first sentence; one at the beginning of the following sentence).

Miscellaneous AKAA CWS Exceptions – Here are examples of situations that may occur in student writing, as well as expectations regarding how to score them for the purposes of the Alternate Assessment:

1. Slang words, such as “gonna” and “kinda” are not correct words.
2. Count numerals, dates, and amounts as correct words.
3. Count ampersand (&) as one correct word.
4. Count hyphenated words as one word [e.g., ^He’s^hot-tempered.^ (3 possible sequences)].
5. “A lot” is two words, not one.
6. “Lunchroom” is one word, not two.
7. “Gray” and “grey” are both correct words.
8. “t-shirts,” “teeshirts,” and “t shirts” are correct words and counted as one word.
9. The word “like” in the middle of a sentence is not a correct word (e.g., ^He^wore-like-a^t-shirt.^)
10. Abbreviations are correct words (e.g., min., hr., lb., etc.)

Correct Letter Sequences Rules

Definition: A Correct Letter Sequence (CLS) is a sequence of letters, or implied spaces/spaces and letters, correctly sequenced within a word. Scoring writing using a CLS method allows Assessors an objective manner of scoring student spelling of individual words. Each correct CLS is scored with a caret (^). Each incorrect CLS is scored with a dash (-). If the first letter is correct, a caret is placed to the left of (in front of) that letter. If the last letter is correct, a caret is placed to the right of (after) that letter. When scoring, first determine the number of possible CLS, then score for CLS by adding the number of carets. There are five rules involved in scoring CLS:

- **CLS Rule 1** **Maximum Number of Sequences**
- **CLS Rule 2** **Implied Spaces**
- **CLS Rule 3** **Insertions**
 - *CLS Rule 3a* *Capital Letters*
 - *CLS Rule 3b* *Rotated Letters*
- **CLS Rule 4** **Omissions**
 - *CLS Rule 4a* *Double Letters*
- **CLS Rule 5** **Punctuation**

The rules and examples of each rule (Rule 1, Rule 2, Rule 3, Rule 4, & Rule 5), and subsets (*Rule 3a*, *Rule 3b*, and *Rule 4a*) are provided below. All examples include an appropriately-scored example, as well as the typical errors associated with each type of scoring.

CLS Rule 1 - Maximum Number of Sequences: The maximum number of sequences possible for any given spelling word using CLS is the number of letters that are in the word, plus one (#letters + 1). This pattern is elaborated in the table below. The same pattern repeats for longer words.

Word	CLS Coding	CLS Score Points
I	^I^	CLS = 2
In	^i^n^	CLS = 3
The	^t^h^e^	CLS = 4
Boat	^b^o^a^t^	CLS = 5
Apple	^a^p^p^l^e^	CLS = 6
Saturn	^S^a^t^u^r^n^	CLS = 7
Trouble	^t^r^o^u^b^l^e^	CLS = 8

CLS Rule 2 - Implied Spaces: There is an implied space to the left of (in front of) and to the right of (after) each word that must be scored for correctness. Because insertions of a letter at the beginning or end of a word may result in only a one-point loss (e.g., with the 's-t^o^p^' and 's-t^o^p-s' examples below), it is not possible to establish a simple two-point rule for CLS implied spaces. Implied spaces are scored as follows:

Word	Student Spelling	CLS Coding	CLS Score Points
top (4 possible sequences)	top	^t^o^p^	CLS = 4/4
	dop	-d-o^p^	CLS = 2/4
	tod	^t^o-d-	CLS = 2/4
	stop	s-t^o^p^	CLS = 3/4
	stops	s-t^o^p-s	CLS = 2/4

CLS Rule 3 – Insertions: When extra letters are written within the word, it is called an insertion. Because insertions of a letter within a word may result in only a one-point loss if all of the other letters are correct (e.g., with the '^w^a-u-l^n^u^t^' example below), it is not possible to establish a simple two-point rule for CLS insertions. Insertions are scored as follows:

Word	Student Spelling	CLS Coding	CLS Score Points
walnut (7 possible sequences)	walnut	^w^a^l^n^u^t^	CLS = 7/7
	waulnut	^w^a-u-l^n^u^t^	CLS = 6/7
	walenut	^w^a^l-e-n^u^t^	CLS = 6/7

CLS Rule 3a – Capital Letters: When capital letters are inserted into a word, the letter does not count as a correct letter sequence, even when it's the correct letter. If a capital letter is inserted, the preceding and following transitions are both incorrect. Capital letter insertion errors thus result in a loss of two-points, unless combined with other errors in sequence. A capital letter insertion is scored as follows:

Word	Student Spelling	CLS Coding	CLS Score Points
cup (4 possible sequences)	cup	^c^u^p^	CLS = 4/4
	cUp	^c-U-p^	CLS = 2/4
word (5 possible sequences)	word	^w^o^r^d^	CLS = 5/5
	woRd	^w^o-R-d^	CLS = 3/5
	Word	-W-o^r^d^	CLS = 3/5

CLS Rule 3b – Rotated Letters: When rotated letters are inserted into a word, they do not count as a correct letter sequence (e.g., d for b, q for p, b for p, d for p, etc.). If a letter is rotated, the implied space/transition to the left of (in front of) and the implied space/transition to the right of (after) the word are both incorrect. Rotated letter insertion errors thus result in a loss of two-points, unless combined with other errors in sequence. A rotated letter insertion is scored as follows:

Word	Student Spelling	CLS Coding	CLS Score Points
best (5 possible sequences)	best	^b^e^s^t^	CLS= 5/5
	dest	-d-e^s^t^	CLS = 3/5
ripple (7 possible sequences)	ripple	^r^i^p^p^l^e^	CLS = 7/7
	riqple	^r^i-q-p^l^e^	CLS = 5/7

CLS Rule 4 – Omissions: When required letters are missing, it is called an omission. Because omissions of multiple letters within a word may result in a loss that is less than two points per letter (e.g., with the '^g---t^' example below), it is not possible to establish a simple two-point rule for CLS omissions, unless combined with other errors in sequence. An omission is scored as follows:

Word	Student Spelling	CLS Coding	CLS Score Points
goat (5 possible sequences)	goat	^g^o^a^t^	CLS = 5/5
	got	^g^o--t^	CLS = 3/5
	oat	--o^a^t^	CLS = 3/5
	gt	^g---t^	CLS = 2/5

CLS Rule 4a – Double Letters: There is a special type of omission for double letters (e.g., ll, tt, ee, oo). If one letter in a double-letter combination is omitted, count only the first letter written as a CLS. The transition to the right of (after) the first letter of the double-letter error is scored as incorrect, as is the transition to the right of (after) where the second letter should have been. Double-letter omissions thus result in a loss of two points, unless combined with other errors in sequence. Double-letter omissions are scored as follows:

Word	Student Spelling	CLS Coding	CLS Score Points
cool (5 possible sequences)	cool	^c^o^o^l^	CLS = 5/5
	col	^c^o--l^	CLS = 3/5
fell (5 possible sequences)	fell	^f^e^l^l^	CLS = 5/5
	fel	^f^e^l--	CLS = 3/5

Word	Student Spelling	CLS Coding	CLS Score Points
peep (5 possible sequences)	peep	^p^e^e^p^	CLS = 5/5
	pep	^p^e--p^	CLS = 3/5
battle (7 possible sequences)	battle	^b^a^t^t^l^e^	CLS = 7/7
	batl	^b^a^t--l--	CLS = 3/7

CLS Rule 5 – Punctuation: When scoring sentences for CLS, punctuation is scored as part of the letter that is to the left of the punctuation mark. When there are punctuation errors, the implied space/transition to the left (in front of) and the implied space/transition to the right (after) the letter are both incorrect. Punctuation errors therefore result in a loss of two-points, unless combined with other errors in sequence. Punctuation is scored as follows:

Word	Student Spelling	CLS Coding	CLS Score Points
Joe's (5 possible sequences)	Joe's	^J^o^e'^s^	CLS = 5/5
	Joes	^J^o-e-s^	CLS = 3/5
type. (5 possible sequences)	type.	^t^y^p^e.^	CLS = 5/5
	type	^t^y^p-e-	CLS = 3/5
true? (5 possible sequences)	true?	^t^r^u^e?^	CLS = 5/5
	true	^t^r^u-e-	CLS = 3/5

Miscellaneous CLS Scoring Examples

Here are some general examples of scoring CLS, using a variety of words and a variety of errors. The top entry is scored for a correct student response; the bottom entry is an incorrect response:

Word	Student Spelling	CLS Coding	CLS Score Points
a (2 possible sequences)	a	^a^	CLS = 2/2
	e	-e-	CLS = 0/2
on (3 possible sequences)	on	^o^n^	CLS = 3/3
	oh	^o-h-	CLS = 1/3
her (4 possible sequences)	her	^h^e^r^	CLS = 4/4
	here	^h^e^r-e	CLS = 3/4
did (4 possible sequences)	did	^d^i^d^	CLS = 4/4
	i	--i--	CLS = 0/4

Word	Student Spelling	CLS Coding	CLS Score Points
more (5 possible sequences)	more	^m^o^r^e^	CLS = 5/5
	mure	^m-u-r^e^	CLS = 3/5
part (5 possible sequences)	part	^p^a^r^t^	CLS = 5/5
	darp	-d-a^r-p-	CLS = 1/5
teach (6 possible sequences)	teach	^t^e^a^c^h^	CLS = 6/6
	teech	^t^e-e-c^h^	CLS = 4/6
David's (7 possible sequences)	David's	^D^a^v^i^d'^s^	CLS = 7/7
	davids	-d-a^v^i-d-s^	CLS = 3/7
should? (7 possible sequences)	should?	^s^h^o^u^l^d?^	CLS = 7/7
	shood	^s^h^o-o---d-	CLS = 3/7
mother (8 possible sequences)	mother	^m^o^t^h^e^r^	CLS = 8/8
	muthr	^m-u-t^h--r^	CLS = 3/8
college (8 possible sequences)	college	^c^o^l^l^e^g^e^	CLS = 8/8
	colage	^c^o^l--a-g^e^	CLS = 5/8
science. (8 possible sequences)	science.	^s^c^i^e^n^c^e.^	CLS = 8/8
	since	^s--i--n^c-e-	CLS = 2/8

Correct Word and Letter Scoring Keys

For student-generated responses where there can be multiple correct answers (e.g., “Write your name here _____.”), the EED and DRA have developed percentage-based scoring keys, called the *Correct Word Sequence Scoring Key* and *Correct Letter Sequence Scoring Key*, which must be used in combination with the CWS and CLS scoring rules. These scoring keys can be found below. For responses that have multiple correct answers, the Assessor must first calculate the percent correct for the sentence (e.g., the total number of words correct/the total number of words + 1) and then transfer the percentage correct over to the points column using the keys provided to determine how many points to award. Examples of how to score student-generated responses are included in this section.

Correct Word Sequence Scoring Key

In *Writing Grades 5 & 6 and Grades 7& 8*, student-generated responses (e.g., “Write a Sentence”) are scored on a percentage of correct word sequences. The number of words sequenced correctly is divided by the total number of words, plus one [CWS/(#words + 1)]. The extra point is the result of the total number of implied spaces and transitions within the sentence.

CWS Grades 5-8 Scoring Key

Percent Correct	Points
91% - 100%	10
81% - 90%	9
71% - 80%	8
61% - 70%	7
51% - 60%	6
41% - 50%	5
31% - 40%	4
21% - 30%	3
11% - 20%	2
1% - 10%	1
0%	0

Examples

Sentence	CWS Percent Correct	CWS Score Points
^I^walked^over^to^the^store.^ (7 possible sequences; 6 total words + 1)	7/7 = 100%	CWS = 10
^I^walked-ovr-to^the^store.^ ('over' misspelled)	5/7 = 71%	CWS = 8
^I-wal-ovr-to^the^store.^ ('walked', 'over' misspelled)	4/7 = 57%	CWS = 6
^I-wal-ovr-tu-the^store.^ ('walked', 'over', 'to' misspelled)	3/7 = 43%	CWS = 5

In *Writing Grades 9 and 10*, student-generated responses (e.g., “Write a Sentence”) are scored on a percentage of correct word sequences. The number of words sequenced correctly is divided by the total number of words, plus one $[CWS/(\#words + 1)]$. The extra point is the result of the total number of implied spaces and transitions within the sentence.

CWS Grades 9-10 Scoring Key

Percent Correct	Points
91-100%	30
81-90%	27
71-80%	24
61-70%	21
51-60%	18
41-50%	15
31-40%	12
21-30%	9
11-20%	6
1-10%	3
0%	0

Examples

Sentence	CWS Percent Correct	CWS Score Points
^I^walked^over^to^the^store.^ (7 possible sequences; 6 total words + 1)	7/7 = 100%	CWS = 30
^I^walked-ovr-to^the^store.^ ('over' misspelled)	5/7 = 71%	CWS = 24
^I-wal-ovr-to^the^store.^ ('walked', 'over' misspelled)	4/7 = 57%	CWS = 18
^I-wal-ovr-tu-the^store.^ ('walked', 'over', 'to' misspelled)	3/7 = 43%	CWS = 15

Correct Letter Sequence Scoring Key

In *Writing Grades 3 and 4* and *Writing Grades 5 and 6*, student-generated responses (e.g., “Write Your First Name”) are scored on a percentage of correct letter sequences. The number of letters sequenced correctly is divided by the total number of letters, plus one [CLS/(#letters + 1)]. The extra point is the result of the total number of implied spaces and transitions within the sentence.

CLS Grades 3-6 Scoring Key

Percent Correct	Points
100%	25
80% - 99%	20
60% - 79%	15
40% - 59%	10
20% - 39%	5
0% - 19%	0

Examples

Student Word	CLS Percent Correct	CLS Scoring Points
^J^o^h^n^a^t^h^a^n^ (10 possible sequences; 9 total letters + 1)	10/10 = 100%	CLS = 25
-j-o^h^n^a^t^h^a^n^ (not capitalized)	8/10 = 80%	CLS = 20
-j-o^h^n-e-t^h^a^n^ (not capitalized, misspelling)	6/10 = 60%	CLS = 15
-j-o^h^n-e-t^h^a-- (not capitalized, misspelling, omission of 'n')	4/10 = 40%	CLS = 10

Ideas and Organization Scoring Guides

The writing task in **Grades 5, 6, 7, & 8** requires the student to write a sentence. A transition in a sentence may include (but does not require) specific transitional words or conjunctions (e.g., and, but, although, however, etc.), or words that connect similar thoughts. Ideas and Organization scoring for sentences is based upon the following rubric:

Ideas and Organization	Score
A complete sentence with at least two descriptive details such as adjectives, adverbs, a prepositional phrase, or a clause, or a compound sentence was written. The sentence relates to the prompt.	5
A complete sentence with at least one descriptive detail, such as an adjective, adverb, prepositional phrase, or clause was written. The sentence relates to the prompt.	4
A complete sentence was written, containing at least a subject and a verb. The sentence relates to the prompt.	3
A simple sentence was written; it relates to the prompt, but does not constitute a complete thought.	2
An incomplete sentence was written; it does not relate to the prompt.	1
No writing sample was generated, or the writing was illegible.	0

Note: for this student population, implied subjects are acceptable. Credit for implied subjects is therefore assumed in the rubric provided above. For example, if a student writes, "Went outside." within the context of writing about what s/he wants to do after school, it can be assumed that the implied subject is "I" and the student is therefore given credit for having constructed a complete sentence with a subject and a verb. The detail provided, "outside", would allow her/him to achieve a '4' based on the rubric above.

Here are some exemplars to guide your decision-making procedures. Keep in mind that these are only examples and that your scoring will depend upon a variety of factors.

Topic: Write a sentence about your trip to the store.

Score of 5 Exemplar

I went to the store downtown. (This is a complete sentence that has two descriptive details: it has a preposition, 'to the store', as well as an adjective 'downtown'. It also relates to the prompt.)

Score of 4 Exemplar

I went to the store. (This is a complete sentence that has one descriptive detail: it has a preposition, 'to the store'. It also relates to the prompt.)

Score of 3 Exemplar

I like the store. (This is a complete sentence, with a subject 'I' and a verb 'like'. It has no descriptive details. It does relate to the prompt.)

Score of 2 Exemplar

the store here. (This is a simple sentence that relates to the prompt; it does not constitute a complete thought.)

Score of 1 Exemplar

my hous (This is an incomplete sentence that does not relate to the prompt.)

Score of 0 Exemplar

[illegible, or no story written]

The writing sample in **Grades 9 & 10** requires the student to write a story. A transition in a story may include appropriate use of conjunctions or two or more sentences that relate to each other and to the topic. A list of details or activities could indicate appropriate “transition” if they relate to each other and to the topic. Ideas and Organization scoring is based upon the following rubric:

Ideas and Organization	Score
The story contains two or more sentences; all sentences relate to the topic, utilize subject/verb structure, and the story contains at least two descriptive details, such as adjectives, adverbs, prepositional phrases, or clauses, and/or a transitional word (e.g., however, because, first, last, finally, etc.).	5
The story has two or more sentences; all sentences relate to the topic, utilize subject/verb structure, and contain at least one descriptive detail, such as an adjective, adverb, prepositional phrase, or clause.	4
The story contains at least two sentences; all sentences relate to the topic and contain at least a subject and verb.	3
A simple story was written; it relates to the prompt, but does not constitute a complete thought.	2
An incomplete story was written; it does not relate to the prompt.	1
No writing sample was generated, or the writing was illegible.	0

Note: for this student population, implied subjects are acceptable. Credit for implied subjects is therefore assumed in the rubric provided above. For example, if a student writes, "Went outside." and, "Ate dinner." within the context of writing about three things that s/he wants to do after school, it can be assumed that the implied subject is "I" and the student is therefore given credit for having constructed two complete sentences with a subject and a verb. The details provided, "outside" and "dinner", would allow her/him to achieve a '4' based on the rubric above.

Here are some exemplars to guide your decision-making procedures. Keep in mind that these are only examples and that your scoring will depend upon a variety of factors.

Topic: Write about your trip to the store.

Score of 5 Exemplar

I went to the store. I got a cherry soda. (This story contains two sentences that relate to the topic and utilize appropriate subject/verb structure. It contains two descriptive details, the prepositional phrase 'to the store' and the adjective 'cherry'. It could also contain a transition word instead of a descriptive detail, but transition words are not required.)

Score of 4 Exemplar

I went to the store. I got a soda. (This story contains two sentences that relate to the topic and utilize appropriate subject/verb structure. It contains one descriptive detail, the prepositional phrase 'to the store'.)

Score of 3 Exemplar

I went shopping. I got soda. (This story contains two sentences that relate to the topic and utilize appropriate subject/verb structure. It contains no descriptive details.)

Score of 2 Exemplar

the store here. (This story is a simple story that relates to the prompt but does not constitute a complete thought.)

Score of 1 Exemplar

my hous (This is an incomplete story that does not relate to the prompt.)

Score of 0 Exemplar

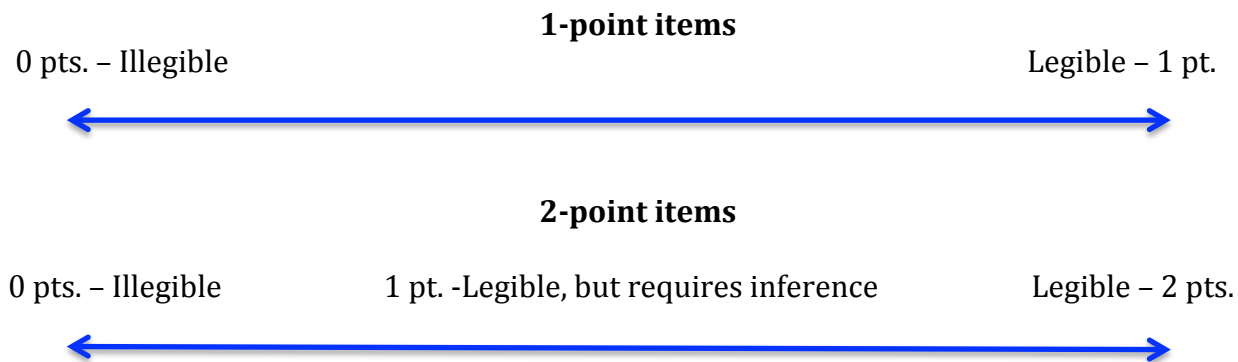
[illegible, or no story written]

Legibility (Grades 7 & 8)

Legibility is the ability of a person who does not know the student to determine exactly what a student has written. The written product generated by the student may be handwritten, or generated with the assistance of a communication device. All written products can be scored using the criteria below. There are four criteria that must be met in order for a student to receive the point(s) for legibility. They address the domains of letter formation, orientation, spacing, and size:

1. The letters (and/or numerals, if applicable) and words are written in a standard manner such that any able reader would be able to decode them.
2. The letters and words are written in an appropriate, left-to-right orientation (and top-to-bottom, if applicable).
3. The student spaced letters and words appropriately such that the letters and words are clearly seen as separate, but also are not too far apart.
4. The student used the lines provided in the student materials or by the Assessor appropriately, ensuring that the letters and words are generally contained within the lines and of a relatively uniform size.

Legibility Rating Scale



Notes to the Field

There are many reasoned judgments that are made in the process of establishing rules for scoring writing for the AKAA. We have utilized the *Using CBM for Progress Monitoring in Written Expression and Spelling* manual, presented at the July 2007 National Summer Progress Monitoring Institute and published by Lynn S. Fuchs and Douglas Fuchs, as our primary source for development of this *2012 Writing Scoring Manual*. There are situations that Assessors will encounter, however, that the Fuchs manual does not speak to (e.g., “How do your score CWS when a student uses word lists to generate sentences?”). There are also other scoring modalities that have been employed with which we differ in terms of our interpretation, particularly within the context of assessing students with significant cognitive disabilities in Alaska. We want to be explicit about these differences and are providing this chart to elaborate our specific approach.

Topic/Question/Comment	EED & DRA Determination
1. CWS - You count spelling for CWS; how does this apply to a student who uses word lists (e.g., whole words on index cards, word magnets, etc.) to generate sentences?	Clearly, the words for a student in such a situation will be spelled correctly. All the student is required to do in such instances is to put the appropriate words in the right order. In this instance, the student could not be penalized for spelling errors.
2. CLS - Letter reversals – Some CLS scoring metrics differentiate between the following two scenarios: A) Letter reversals where the letter can actually be misinterpreted if the letter is reversed, such as reversing p for b, b for d, p for d, etc.; and, B) Letter reversals where the letter reversal cannot result in misunderstanding, such as the case with “k,” where writing it backwards does not lead to misinterpretation. These metrics count scenario A as a misspelled word, but scenario B as spelled correctly.	Allowing letter reversals of either type A or B reinforces an expectation that is below the standard that we are setting. We also must be mindful of scoring consistency from year to year. We have always counted all letter reversals as misspelled words. We will continue to do so.
3. CWS/CLS - I have a student who writes in all capital letters. How should I score this student for capitalization?	For the rare student who writes in all capital letters, scoring for capitalization will be automatic. It would thus not be possible for the student to lose points for beginning capitalization or capitalization for proper nouns. EED has also determined that the student should not be penalized for internal capitalization, either, as long as the student consistently uses all capitals.

<p>4. I've seen other coding systems used, where errors are simply not coded and correct sequences receive a caret (^). Why doesn't EED use this kind of approach?</p>	<p>Our system makes it absolutely clear what is correct and what is incorrect. It also assists the Assessor when scoring writing to have the errors all spelled out specifically with dashes (-). EED also finds it very useful to have the dashes when conducting score-behind writer rater studies. EED has selected this coding system in an effort to maintain an active coding system, where both correct sequences and incorrect sequences must be recorded, and are therefore more explicit.</p>
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